

Spring 2007

A graduate career services program for a regional business school: Facilitating the career growth and development of MBA students

Brent Atwater

University of New Hampshire, Durham

Follow this and additional works at: <https://scholars.unh.edu/thesis>

Recommended Citation

Atwater, Brent, "A graduate career services program for a regional business school: Facilitating the career growth and development of MBA students" (2007). *Master's Theses and Capstones*. 38.
<https://scholars.unh.edu/thesis/38>

This Thesis is brought to you for free and open access by the Student Scholarship at University of New Hampshire Scholars' Repository. It has been accepted for inclusion in Master's Theses and Capstones by an authorized administrator of University of New Hampshire Scholars' Repository. For more information, please contact nicole.hentz@unh.edu.

A GRADUATE CAREER SERVICES PROGRAM
FOR A REGIONAL BUSINESS SCHOOL:
FACILITATING THE CAREER GROWTH AND DEVELOPMENT
OF MBA STUDENTS

BY

BRENT ATWATER

BA, University of Michigan, 1989

THESIS

Submitted to the University of New Hampshire
In Partial Fulfillment of
The Requirements for the Degree Of

Master of Arts
In
Counseling

May, 2007

UMI Number: 1443596

INFORMATION TO USERS

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleed-through, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

UMI[®]

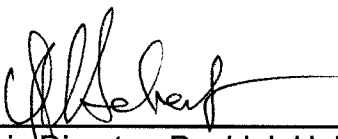
UMI Microform 1443596

Copyright 2007 by ProQuest Information and Learning Company.

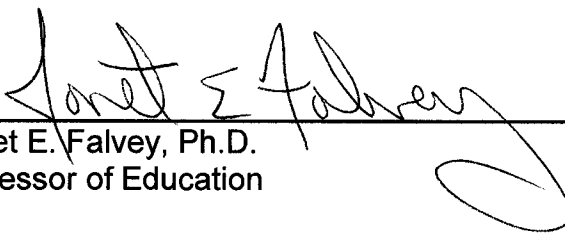
All rights reserved. This microform edition is protected against unauthorized copying under Title 17, United States Code.

ProQuest Information and Learning Company
300 North Zeeb Road
P.O. Box 1346
Ann Arbor, MI 48106-1346

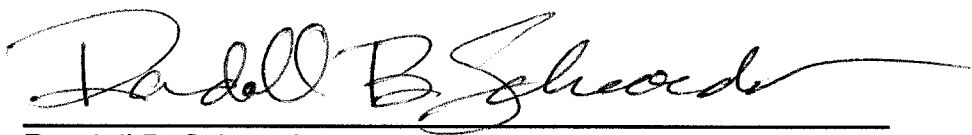
This thesis has been examined and approved.



Thesis Director, David J. Hebert, Ph.D.
Professor of Education



Janet E. Falvey, Ph.D.
Professor of Education



Randall B. Schroeder
Math, Technology and Graduate Services Coordinator
UNH Center for Academic Resources

5-2-07

Date

TABLE OF CONTENTS

Dedication.....	v
List of Figures.....	vi
Abstract.....	vii

CHAPTER	PAGE
INTRODUCTION.....	1
I. THE CHANGING SOCIAL CONTEXT OF CAREER GROWTH.....	8
Altered Career Landscape.....	8
Key Competencies in the New Landscape.....	16
II. DAYTIME MBA STUDENTS.....	29
Challenges and the Process of Change with Day MBA Students.....	32
Programming and Services for Day MBAs.....	35
Potential Improvements to Day MBA Programs and Services.....	42
III. EVENING MBA STUDENTS.....	45
Services for Evening MBAs Entering First Careers.....	47
Services for MBA Students Looking to Enhance their Careers.....	48
Services for Evening MBAs Seeking Job or Career Change.....	49
Potential Improvements to Evening MBA Services.....	60
IV. ALUMNI RELATIONS.....	62

v. EMPLOYER RELATIONS.....	66
Services for Employers.....	71
Employer Services Challenges.....	73
CONCLUDING REMARKS.....	77
LIST OF REFERENCES.....	79
APPENDICES.....	80
APPENDIX A BRYAN GRADUATE CAREER SERVICES MISSION.....	81
APPENDIX B ALIGNMENT WITH BRYAN SCHOOL.....	82
APPENDIX C ROLES FOR 2007-08.....	84
APPENDIX D OPERATING BUDGET.....	88

DEDICATION

I dedicate this thesis to my wife Caryn, for having the patience to stick with me in my long journey through this graduate program. I deeply appreciate your endless love and support.

I dedicate this to my children, Lindsey and Luke, for their presence, for all they have taught me and for the opportunity to witness and nurture their growth. To my parents, Dick and Sherry, who have encouraged me to finish and have given me untold numbers of opportunities in life.

I dedicate this to my students, who teach me more about human growth and development every day, and to my thesis committee who successfully coached me through the process.

Finally I dedicate this thesis to my advisor, Professor Dave Hebert. His presence and ability taught me at a time when I was going through tremendous personal change and growth. He ignited my own latent interest in the field, and he has gone far above and beyond what was required to help me through this stage of my development. Without his help, I simply would not have completed this program.

Thank you.

LIST OF FIGURES

FIGURE	PAGE
Figure 1. The Role of Alumni in Career Services.....	65
Figure 2. Critical Success Factors in Creating Value for Employers.....	73

ABSTRACT

A GRADUATE CAREER SERVICES PROGRAM FOR A REGIONAL BUSINESS SCHOOL: FACILITATING THE CAREER GROWTH AND DEVELOPMENT OF MBA STUDENTS

by

Brent Atwater

University of New Hampshire, May 2007

This paper creates a comprehensive Graduate Career Services program for Master of Business Administration (MBA) students at a regional business school in a public university, the University of North Carolina at Greensboro (UNCG). With a primary goal of facilitating MBA student career growth and development, the paper reviews the transformation of the global economy and the unique challenges facing MBA students under the new work social contract

After review of the changed social context, consideration is given to the specific psychosocial and career development needs of the MBA students enrolled in the day and evening programs at UNCG. Through assessment of these motivators and inhibitors of MBA student career development, a comprehensive set of Graduate Career Services is developed that includes day and evening student services, alumni relations and employer relations. Through the resulting program, MBA students enhance their career development, MBA alumni enhance their engagement with the university, and the university partners with the employer community to better serve their human resource needs.

INTRODUCTION

Shifting Sands and the MBA student

The post-industrial global information society, marked by a tremendous increase in individual freedom and a simultaneous increase in individual responsibility, has created a parallel increase in uncertainty, even anxiety about our future. Our known ways of working and living in the world have given way to a period of not knowing how to understand the complexities of our new situation. As individuals, organizations, and even as nations, we grope for understanding and firm ground to stand upon.

Adaptation to environmental change has become paramount to survival and growth. Organizations are challenged to become more adaptive in times of great challenge and change: in the economic arena, global competition implies attempts at adaptation through mergers and acquisitions, strategic alliances and partnerships, radical innovation and technological change. More and more temporary relationships are formed at all levels to increase adaptation, from short-lived inter-organizational alliances to exploit a time-limited market opportunity, to a temporary employment contract for an individual to help an organization with a time limited project.

All of these new ways of working in organizations happen in a context of increased interdependence with others, and it is both the individual and group of human beings who ultimately determine the success or failure of change

initiatives. Our assumptions about work and behavior in organizations are being severely challenged and call for a new and deeper way of thinking about how people can successfully adapt to the dynamic, even turbulent environment in which they now live.

What is at stake is no less than the quality of people's lives. In today's world, organizations, jobs and life stability are created and destroyed faster than Joseph Schumpeter's early 20th century economic models would have ever predicted. As organizations ride the waves of changing market tides, trying to stay afloat, individuals grasp the life rafts offered by the organization, namely the "security" offered by salary and benefits.

At heart, people experience the awareness of the untenability of our "security" and this understanding gnaws at us as individuals. Anxiety, literally fear of the unknown, has become a dominant emotion in the workplace of our time. Consider the rise of workplace violence and ubiquitous stress. Less visible feelings of depression reflect the sometimes frantic, but more often quiet loss of our sense of self and our view of how we fit into the world.

People in today's working world know that the world has changed unalterably. Still, on balance, little has been offered by leaders of our organizations to help people understand their place in the new world on a deep human level. As a result, individuals feel not only a sense of uncertainty about the changes in the environment, but also a sense of alienation from themselves.

Our post-war institutions continue to struggle in an era of uncertainty and change. We grope for a deeper way of understanding our situation, but instead grasp at the ways of the past. For example, our education systems that feed these institutions with workers train students in the logical positivism of the scientific method that worked so well in solving problems in the Post War environment of relative economic stability. Interaction with students on a day to day basis reveals the deep sense of lack of personal meaning they attach to their studies. Academics are taken as a means to an end rather than an opportunity to learn.

Good examples of this phenomenon can be found in graduate schools. Even students in today's top ranked level MBA classes use this instrumental method as the sine qua non of coping with their careers. MBA students programs are taught rigorous methods for analyzing balance sheets, researching potential markets, designing information technology networks and to planning business strategy toward mathematically optimal results. The clear goal of most MBA students is the "plum job," implying high social prestige, a high salary and signing bonus. Only later do these students realize that despite the "marketability" of their highly developed skills, they have co-created the alienation they feel from their personal and social needs with a society that emphasizes financial security and social prestige. The discussions, drawing on students' more intuitive sense of self, tends to happen at the local watering hole after hours and not in class (Mintzberg, 2004).

The instrumental methods taught by our institutions have helped us to control and standardize many aspects of our day to day work, and the results, during the Post War economic environment of relative stability, while showing many areas for badly needed improvement were exceptionally good.

Unfortunately, the same methods that have worked so well in helping us to manage our past fail to help us navigate the future. The methods and culture of logical positivism have stripped both academia and much of our culture of an experience of the personal meaning of our work, and the resulting creativity and competitiveness. To be renewed, we need a paradigm shift that integrates the best of our positivist world of analysis with our intuitive sense for meaning.

The Triad of North Carolina and Purpose of this Paper

Nowhere has the transformation of the global economy been better played out in the United States than the Triad region of North Carolina, which includes Greensboro, High Point and Winston Salem, a metropolitan area of over 1.2 million people. Over the past ten years, the region has been hit by a tidal wave of economic change, leveling the major industries as they were once known to people in the area.

Tens of thousands of jobs have been lost in the region, with particular strife in the textile manufacturing and furniture manufacturing industries. The tobacco industry also has experienced tremendous contraction of employment as new government regulations, increases in consumer health awareness and reductions in consumer demand have cut the need for labor.

The Bryan School of Business and Economics at the University of North Carolina at Greensboro serves as the leading provider of university based business education for the Triad region. Originally founded in 1969 by the urging of and partnership with businesses in the textile and furniture manufacturing industries, the Bryan School began offering an MBA program as a response to demand for management development in these industries in 1970.

Recognizing the transformed career development needs of MBA program students in this massively changed context, Bryan School faculty and administrators authorized the creation of Graduate Career Services in 2006 to serve the needs of students in the full time MBA program (“the Daytime program”) and the traditional part time program (“the Evening Program”).

The purpose of this paper is to gain better understanding of the changed socioeconomic context in which we will create Graduate Career Services, review some of the most recent major writing on career effectiveness in this new world, and then to utilize this learning and our experience of counseling work with our MBA students to build a Graduate Career Services program for the Business School at the University of North Carolina at Greensboro (UNCG).

Chapter one reviews the literature, looking first at the changed context of the global information economy, and then studying what some of the top writers have been suggesting as to how to navigate these ever changing waters.

Chapter two will apply what we have learned in the first chapter to our daytime MBA program. The niche day MBA program serves the unique target market of students with little to no professional work experience. This significantly

differs from the target markets of traditional full time MBA programs and has important implications. Our services to this segment of our students address the group's unique developmental needs, including heavy emphasis on a first year learning experience that builds cognitive knowledge of a variety of career fields, increases skills in employment search tactics, provides opportunities for learning from career mentors, and facilitates gaining valuable experience in organizations through internships.

Chapter three will look at Graduate Career Services for our evening MBA students. Our evening students fall into a variety of career motivation segments: career entry, career change, job change, and career enhancement. The career motivation of the majority of evening students lies in the desire for career or job change. These students are usually motivated to change jobs or careers by one or more drivers of dissatisfaction: 1) incongruence of their interests and strengths with the role they are asked to carry out, 2) interpersonal difficulties in the workplace, often with their superior in particular, and 3) organizational issues resulting from economic change such as restructuring, layoffs, mergers or acquisitions, or simply a lack of upward mobility options.

Chapter four will consider how the Bryan School's alumni play a critical role in the successful day to day delivery of our services. Bryan MBA alumni serve as career advisors who provide crucial real world feedback, advice, information and contacts to students. In addition, alumni serve on career field panels, present on relevant career related topics and participate in networking events that help build our students' career knowledge and skills.

Chapter five will conclude the paper by considering the design of our services for connecting MBA students with regional employers. Like many regions, there exists a strong opportunity to both facilitate the career development of students and at the same time, better connect resources of the university with needs of businesses and other organizations in the surrounding area. Our employer relations strategy focuses on becoming a value added resource that helps the employers' recruiting efforts become more effective and more efficient. Traditionally, college recruiting efforts have been notoriously ineffective in creating longitudinal matches between candidates and employers. Employers are moving away from this traditional, high volume, low effectiveness approach to more targeted approaches to recruiting.

The paper will conclude with Appendices elaborating on the Mission of the Graduate Career Services Office, a scorecard relating the activities of Graduate Career Services with the goals of the Bryan School as a whole, a description of the roles of the Director and Assistant Director of the office, and a one page operating budget.

CHAPTER I

THE CHANGING SOCIAL CONTEXT OF CAREER GROWTH A BRIEF REVIEW OF THE LITERATURE

At the same time that career choices and opportunities have undergone incredible expansion, changes in society and the work social contract require individuals to take much more personal responsibility for managing their own careers (Bridges, 1994; Mast 1997, 1999a, 1999b). In the global information society, an organization is likely to be born and die faster than an individual's career in a given field for the first time in the modern age (Drucker, 1999).

This chapter will look at the changed socioeconomic context that our students face, and then turn to reviewing what recent major writers have suggested in order to help individuals survive and thrive in this changed landscape.

The Altered Career Landscape

In his landmark book *Jobshift* (1994), William Bridges suggests that the global information society has created an environment that is being "dejobbed." The idea of a job as we think of it, with clear boundaries as to what the employee does and does not do, is no longer functional in a world characterized by fluidity and the need to adapt to change. The job has been replaced by a focus on the need for organizations and therefore individuals to do whatever necessary to get

results, or the need to deploy resources toward whatever needs to be done at that particular time. The watchword of our day has become flexibility and the need to adapt.

In his book, *Creating You and Company* (1997), Bridges identifies the drivers behind the changed focus of work as the move to an information driven society and the reactions to this change. First, the nature of work has changed from a focus on mechanical and physical activity to knowledge work. Increases in available information allows us to discover new knowledge at a fast pace, creating new opportunities, and rendering formerly state of the art structures obsolete.

Second, communication and information technology allows us to completely restructure how work is done. A computer program can be written in India and emailed to the United States as easily and quickly as it can be written in the home corporate office and handed to the appropriate person. Arguably, an individual can work out of the home as or more productively than in the office.

Third, due to changes in knowledge and technology, change itself happens faster. Fourth, management teams have responded to these changes through changes of their own, unbundling the organization through outsourcing non core aspects of their business to suppliers, and creating cross functional organizational structures through initiatives such as total quality management and reengineering to take advantage of different perspectives and more effectively utilize the information available to create competitive advantage in the marketplace.

For Bridges, the dejobbing of society and the change drivers producing this transition combine to produce new rules of employment. As well illustrated by a perusal of our newspapers, all employment has become contingent upon the success of the organization. Formerly secure positions with clear job descriptions have become obsolete. The author prescribes that individuals begin to take a mindset of being a vendor to their own organization, with responsibility for demonstrating the value created for the organization, and knowing that employment will continue only upon demonstrating that value.

Employees will now commonly move from project to project within the organization and between organizations, focusing on what needs to be done for the organization to achieve its goals. More and more, employees will move from organization to organization as some of these institutions more effectively meet the demand of the marketplace than others. Some of these changes will happen voluntarily as individuals choose to move on to new challenges, and some involuntarily through staffing cutbacks. Either way, the employee has become responsible for ensuring employability in the organization and in the marketplace in a way that was not necessary in a world where the organization could more easily provide a stable set of long term "jobs."

Another important implication of dejobbing is the changed nature of benefits associated with work. Workers will increasingly have to be responsible for maintaining their own health, retirement and other security oriented benefits. On the other hand, workers will enjoy the benefits of an increase in ability to see how their efforts create results for the company, in their ability to choose what

projects they will be working on, and an increased opportunity to do new and challenging things and express their own ideas.

Unfortunately, Bridges does not look at the other side of the equation. The increased freedom and responsibility of the employee has strong implications for the employer. The organization now needs to find ways to appropriately use its human resources beyond placing them in a single job and expecting performance. The organization has to figure out how to most effectively utilize the talents of the individual in the changing context of the organization's need.

Moreover, because organizations are no longer the place in which employees can place their sense of economic security, the organization must become a place where commitment to shared purpose becomes the glue holding the organization together, rather than the simple tradeoff of loyalty for job security. Leadership, therefore must move from the command and control theories of the past social structure toward more of a focus on creating a healthy and effective context for work to occur.

A further limitation of Bridges' writing is that he focuses very much on the future of work, and not so much on the status of work in the present day. It is clear that in high technology, consulting, investment banking, and other fast moving fields, his ideas about project work, the dejobbing of society and self responsibility have become day to day reality. However, in other fields, such as education, government and human services, the changes have come much more slowly.

Institutional practices such as tenure limit the potential impact of dejobbing at least over the short term, and limit the power of the organization to be responsive to changes in the environment. A drawn out and painful period of change stands out as an implication of the lack of flexibility of government, education and human service organizations to changes in the social environment. This means not only the possibility of major dislocations over a long period of time, but also deep divisions between political interests over the desirability of these changes. Individuals in these slower moving organizations, and leaders of these organizations might be encouraged to act "as if" the above changes had occurred in their field.

Finally, what is the role of leadership in such a "de-jobbed" world? How can leaders play a role in facilitating a change of mindset, both of the employees that they touch, and in the organizations in which they work, toward encouraging the mastery of the individual and the sustainable growth of the organization? Is there a coherent way in which leaders can think about helping followers through this potentially painful change?

Building on Bridges' groundbreaking work, Mast (1997) explains the changes in the world of work as resulting from changes in the social contract between employer and employee to allow a more flexible response to market demand as we have moved from an industrial society to an information society. He argues that under the industrial society, the employer or organization was the most stable economic entity, and therefore was the central focus upon which we could build our lives. Competition among companies was geocentric as opposed

to global. Risk was strictly controlled through centralized management and planning.

Importantly, under the old social contract, conflict was minimized through regimentation and conformity. The definition of a good employee was one who followed the instructions of management. Hierarchical organizational structures predominated, and the employer-employee relationship could be cast as *parent-child*, where employees conformed to employer expectations in return for long term security. According to Mast, under the industrial society, if employees do what they are told and performs their duties satisfactorily, then they could expect to work for the organization as long as they wished and could expect to have most of their security needs met.

The move to a global information society has recast the social contract between employer and employee. Foremost, information can flow instantaneously all over the globe, so competition is now global, and the introduction of formerly closed economies into the global marketplace has resulted in more potential supply than demand. Risk and control have been decentralized to the individual and the individual department, in order to allow individuals to adapt decision making as quickly as possible to new information, resulting in much more personal responsibility and accountability for results.

Hierarchical organizational structures are being replaced by flexible horizontal structures, resulting in and the parent-child employer-employee relationship has been replaced by *mutually responsible adult-adult relationships* with the employer responsible for maintaining overall company viability and the

employee responsible for producing the results necessary for survival at an appropriately low level of cost. Adult-Adult relationships imply freedom and responsibility, interdependence and complexity, and conflict now can be seen as creative and not a variable to be minimized.

Workers must now always find ways to create value in the organization. Under the global information society social contract, if the organization is effective in producing value in the marketplace, and if the team is effective in making a contribution to the organization, and if the employee is making a strong contribution to the team, then the current working relationship is likely to continue. The most stable economic entity is now oneself. The formerly secure way was for employees to join an organization expecting to work there over the course of their career. Paraphrasing mythologist Joseph Campbell, the secure way has become the insecure way. Workers expecting to stay with one organization over the long term put themselves at great financial and psychological risk, and now have both the freedom and responsibility to choose work that satisfies their individuality and create results for their organization.

In conclusion, the changes in society from an industrial society toward a global information society have clearly changed the context of work in which employees and organizations earn their daily bread. Bridges and Mast agree that work hierarchies have become flattened, that a change to a knowledge based economy has demanded a higher level of personal responsibility for individuals, and that these changes have created more freedom to choose one's own work projects and see the results of one's efforts. The forces of global competition

and technological advance will force individuals to make very clear contributions to their organization or be left behind.

Possibly the most important change in the day to day structure of work can be found in the recasting of relationships of organization to employee from one characterized as parent-child to one characterized as adult-adult. The implied increase in freedom and responsibility of the employee are calling for a different style of leadership and importantly, call for more of a partnership type of relationship between the individual and the organization. Workers will need to be able to understand the needs of the organization at a deeper level than a command and control environment called for. In addition, adult-adult relationships imply a different structure of interpersonal transaction than parent-child relationships, and require mutual respect.

A further and also crucial implication of a move toward horizontal and team structures and away from formal hierarchy is the need to increase communication across functions in order to allow the worker to make appropriate decisions about action with as much relevant information as possible.

From the changes in today's society, it seems a way of thinking that helps people create new meaning in their work will help them to create more effective organizations to adapt to the changing current environment. As we move into a world dominated by knowledge as the greatest asset, technological advances allowing individuals to create change at faster and faster speeds, and increased uncertainty, self knowledge has become the core competency for creating effectiveness (Bennis, 1989; Bridges, 1994, 1999; Drucker, 1999; Goleman,

1998; Mast, 1999a, 1999b). The self awareness and ability to relate in community with others provides a foundation of relative security to help us cope with the rapid changes in our environment.

Choices based on self awareness give a personal sense of significance, and creating our world through these choices provides us with meaning even though we are faced with uncertainty (Frankl, 1963). Logically, since we all possess knowledge specific to our own lives and those around us, as well as knowledge shared by others, the global information society presents us with a special opportunity to use this personal knowledge and our own personal style in order to meet the needs of others in society.

Key Competencies in the New Landscape

This section of the literature review will study what some major authors have written concerning which aspects of career effectiveness may be particularly crucial in attempting to adapt to the ever changing demands of the global information society. The goal of this section is to find some of the content to inform our understanding of career development and change in this changed social context.

As we saw in the previous section, William Bridges (1994, 1997) has emerged as one of the premier thinker on careers in the new economy. After describing the changes taking place in the new economy, Bridges adds:

This is a world in which people had better be doing whatever they do best, whatever they are really motivated to do, whatever most suits them temperamentally and whatever makes use of such assets as they happen to have. ... The inner aspect of the new work situation is that each of us has some unique combination of motivation, capability, style and incidental advantage that

represents the work that fits us, the work we were made for, our lifework...In the dejobbed world, the truth that each of us has an inherent lifework is suddenly rich with meaning. Nothing less than finding what you were meant to be and do will give you the motivation and the capability that today's work world demands. Identifying your lifework is no longer an escapist fantasy. It is a condition of being successful. You now have to discover your lifework if you are to have a chance of creating a satisfying work life. (Bridges, 1997, 28-29)

For Bridges, the key to for liberating the talents of individuals in today's world lies in knowing your own desires, abilities, temperament, and assets.

Organizations are moving away from structures based on the compliance of workers to achieve organizational goals to structures where employees are empowered through shared commitment to the results that need to be created in the marketplace. The main focus of hiring, then, has moved from job requirements and experience to the desire, commitment and motivation to succeed as a part of the organization. Bridges deduces that it is therefore key to know what it is you really want, as that is the key to unlocking one's potential contribution to society. He believes that this motivation allows people to overcome obstacles of almost any size, almost guaranteeing success. He goes on to suggest several exercises in considering one's truest desires, such as considering where one wants to live, what we want to be doing and how we want to be living in ten years, and what we were meant to do with this lifetime.

Second, Bridges suggests knowing our abilities, which other career writers have often referred to as our innate talents or transferable skills. In essence, these are abilities which we seem to have innately, which we have used in the past to succeed. To understand these, we must understand what we have done

successfully in the past and glean from these the unique cluster of abilities we have to offer.

Bridges also emphasizes the importance of knowing what temperamental style we have as well as what unique assets and experiences we have had that we can offer others. Temperament is important in that we need to be going with the grain of our personality in order to do our best work, while our unique assets and experiences, such as special knowledge or life experiences can help provide further help for others core needs. Temperament has been shown as well to influence stress levels, and going with our natural temperament reduces stress.

Bridges makes an important contribution to the literature through his emphasis on inner motivation and asking question which may elicit deeper self knowledge. The questions he asks, particularly, "What do you want?" have been shown to sometimes produce transformative change in the individuals ask and can help clarify direction through separating the noise in our lives from what is truly important to us. Our society underemphasizes such reflection, and individuals miss an important source of data regarding their own direction.

While temperament is also of key importance in helping clarify our personal style and how we are likely to pursue our goals, Bridges does not go far enough in helping individuals consider their personality and its effects upon others in their environment. He suggests using an assessment such as the Myers Briggs Type Indicator to understand one's temperament. This may be a good starting point for discussion, but the importance of temperament and personality demands that we go beyond this and consider other possible data

about personality. Understanding the significance of choices made at key turning points in one's life, what one would like to become, and how one's family constellation, repeating interpersonal patterns and core assumptions about life impact one's work can be crucial in providing a deeper sense of meaning and in helping source the strength to overcome internalized obstacles to greater interpersonal adaptation.

In addition, Bridges' emphasis on finding the one unique work that can be done best seems to be overemphasizing the point. It is my belief that if one has strong self understanding, one identifies a direction that makes sense to them, and has the openness to take advantage of changing opportunities in a changing world, then the person can thrive in a changing world. The idea of a unique career that is sustainable in the face of global competition has an aura of obsessiveness and rigidity as opposed to flexible response to reality. Any career path that engages the person's inner motivation, given talents, temperament and assets would clearly make the person competitive in the marketplace.

According to long time management theorist Peter Drucker, success in the knowledge economy results from self knowledge – a person's knowledge of their strengths, their values, and how they best perform. Self-awareness has become critical now that we choose our vocation and no longer typically follow the dictates of society or the path of our ancestors.

First, Drucker suggests that top performance needed under global competition requires that we perform only from our strengths. Unfortunately, he also states that we usually over- or under-estimate these, and advises a

technique called “feedback analysis” practiced by predicting results of our work, and then comparing our predictions to the actualized results. Such a comparison allows us to realistically assess our strengths over time, and gives us an opportunity to learn about and remedy the things that inhibit our performance.

Second, Drucker suggests that we learn how we perform best, that performance style is a matter of individual temperament, and that people will fail to perform if asked to do so in ways which are not their own. This has obvious parallels to Bridges' emphasis on temperament. Drucker suggests knowing how one learns, whether reader, listener, writer or speaker, and that learning how one learns is the easiest piece of self knowledge to acquire. In learning how we best perform, he also asks whether the individual performs best individually or as part of a team, as a decision maker, or as an adviser. Performance is also a matter of environment, and it is important to know if one performs best in a structured or unstructured environment, big organization or small.

Third, Drucker focuses on the question of values. The individual's values need to be congruent with the organization's values to produce top performance. Should the organization focus on short or long term gain? Should it grow slowly or quickly? Do the ethics of the organization coincide with the personal ethics of the individual?

Drucker makes a strong contribution to the career management literature by synthesizing his three major points of knowing one's strengths, how one performs and one's values into belief that if one knows these three things, the person should know whether they belong in a given situation or not. From this,

the individual can decide whether to undertake the endeavor in that organization. In addition, given the three points, what should one's contribution be to the organization? Individuals can use this information about themselves and those they lead to understand how to best align their own actions and their people to accomplish results.

He also makes an important contribution regarding one's responsibility for relationships at work. He argues that logically, since each individual has unique strengths, performance style and values, it is important to communicate these strengths to others in order to inform them of how best to help them. In addition, it is important to be informed by them of their unique points in order to learn how to make best use of their talents.

Drucker's focus on temperamental aspects of self knowledge calls for further depth of knowledge about personality. His focus on how one learns best, one's strengths and one's values all hint at something that is the deeper source of these, and the understanding of the deeper source (i.e., the individual's own particular sense of meaning) would lead to greater integration of the individual's unique sense of self at work.

Mast (1999a, 1999b) also adds significant ideas to the discussion of career effectiveness. He suggests that individuals need a sense of purpose in their work, need to understand how they typically relate to others, and need to understand the perceptions that others have of them in order to create value for organizations.

For Mast, humans have the need to be fulfilled (1999a), and a sense of purpose is critical to achieving success in the new social contract. People have moved beyond the need to get their physical needs met in industrialized world, and the need for meaning and a sense of purpose has emerged as a core need. Employees need to know this purpose in order to elicit their best work for a world of global competition. Individuals would be well served to understand their own purpose, as well of those of their superiors and coworkers.

Mast (1999b) introduces the importance of knowing our relational style. As shown in section one of this chapter, the introduction of adult-adult relationships between employee and employer have created the need for increased awareness of our interpersonal effectiveness with these type of relationships, particularly our style with dealing with uncertainty and conflict.

He also argues that it is very important to understand the perceptions that others have of us in order that they might readily receive our contribution. If communication happens effectively, work contributions will be received easily, but if there exist any behaviors or attitudes which put others off, one's contributions will be less well received. In essence, he argues that one's contributions are subject to other people's perceptions.

Warren Bennis (1989), writing specifically about leadership, suggests that people become leaders at exactly that point that they decide for themselves how to be. In considering mastery of the environment one operates, he points to the importance of becoming self expressive in one's actions, listening to one's inner voice, learning from the right mentors and giving oneself over to a guiding vision.

These attitudes can provide the “basic ingredients for leadership” (p. 39-41).

Clearly, these extend to basic ingredients for career effectiveness in our changed economy.

As individuals listen to their inner voice, become self expressive and learn from the right mentors, they begin to act with integrity and passion, and become more curious and daring, and evolve a guiding vision for their life. The integrity grown and demonstrated from knowledge of one’s strengths and weaknesses, honesty of thought and action, and truthfulness with others allows teammates to grow trust in the individual. The trust translates into a willingness to lend the power necessary for effective influence.

Bennis argues that there are four aspects of self knowledge that leaders must possess: (1) that people are always their own best teacher, (2) that responsibility for one’s behavior always rests with oneself, (3) that one can learn anything one wants to, and (4) that true understanding comes from reflection on one’s experiences. Self knowledge is a lifetime process. The effective individual embodies lifelong learning and stimulates it in others.

Bennis makes another contribution to the career effectiveness literature through his assertion that in order to use his four aspects of self knowledge, one must first understand the effect that childhood experiences, family and peers have had on the person you have become. He cites Erik Erikson’s eight stages of development in order to demonstrate some of the crises that need to be overcome in order to move into adulthood and achieve effectiveness by becoming fully oneself. No other writer in the current leadership literature

focuses to this extent on intrapersonal and conflict as a major inhibitor of effectiveness. In effect, Bennis calls for people to overcome their deeply ingrained self limiting patterns to come to a deeper self understanding.

When one “decides for oneself how to be”, listens to one’s inner voice, begins to become self expressive, or experientially understands that one is his or her own best teacher, one has realized the experience of creating meaning for oneself. The personal understanding of childhood experiences, family and peer interactions can be reintegrated into a more holistic view of self that drives authenticity of behavior and helps cement the respect necessary for leadership.

Drawing a further implication of Bennis’ thinking, the role of the individual in today’s workplace must include helping those they encounter toward greater effectiveness through an increase in the other’s sense of differentiation. This would lead to these individuals to a stronger sense of purpose and toward emerging as effective individuals themselves. Moreover, Bennis’ philosophy can be translated to the effective individual helping others to attain the basic ingredients of leadership and four aspects of self knowledge he describes, thereby empowering the follower to achieve higher levels of performance and mastery. The effective individual has endured some of the trials and temptations of personal development, and can help guide the journey to leadership of the follower.

Beyond helping others to greater differentiation, the leader gains moral authority to influence through empathy with others and gaining and maintaining their trust. Empathy allows followers to feel heard and a sense that they matter.

Trust grows from the individual demonstrating constancy of availability and purpose, congruity of word and action, reliability and integrity.

Stephen Covey (1989) also has made a very strong impact on the literature of self awareness as a basis of career effectiveness. For Covey, one of the great problems of society today is that people live from the dictates of society. Freeing oneself from these dictates and learning to live “from the inside-out” greatly enhances personal effectiveness. Fundamentally, this paradigm is based on a human being’s capacity for self awareness, which Covey defines as the power to choose a course of action irrespective of the thoughts or feelings one is having, previous behaviors, or environmental constraints.

Covey’s “principle centered” approach or “character ethic” in his terms, builds a foundation for effectiveness on three principles. He advises to first, be proactive by concerning oneself only about what one has within one’s circle of influence. Second, to “begin with the end in mind” lending fresh perspective by taking into account what would be important to have accomplished by the date of one’s funeral and establishing a purpose in life. Third, one needs to consider one’s own values and priorities and act on them.

A major contribution of Covey’s work beyond the focus on differentiation through proactivity, purpose and values lies in the area of interpersonal competency. Effectiveness for Covey, is developed after achieving independence through building interpersonal habits of “thinking win-win” or in terms of mutually beneficial relationships, seeking to understand the positions of others before trying to be understood, synergizing the positions of the parties

involved to create effective solutions, and finally, allowing time to “sharpen the saw” or spend time in recreation, rest or reflection in order to rejuvenate for further work.

In Covey's work, the themes of creation of meaning and increasing one's sense of community drive his principles for effectiveness. His exercise “Begin with the end in mind” reflects his strong belief in the power of a personal sense of meaning. The interpersonal principles he espouses build upon the intrapersonal and lead to a greater sense of community with others and the group.

Interestingly, the immense popularity of Covey's work, which has been further branded into habits of effective families, and habits of effective teams, reveals a deep hunger for a meaningful understanding of self and other in our current society. A meaningful, deep and practical understanding of human behavior and human relationships seems desired at all levels of our society, including organizational leadership.

In his landmark books *Emotional Intelligence* (1995), and *Working with Emotional Intelligence* (1998), Daniel Goleman approaches the question of career effectiveness from a different vantage point. He defines self awareness as “an ongoing attention to one's internal states” (1995, p. 46). He draws the implications of self awareness for one's work life primarily in his second book.

For Goleman, the quality of self awareness determines how we manage ourselves, and is the prime determiner of career and organizational effectiveness. Knowing one's inner states allows an individual to recognize one's own emotions and the effects they have on self and others, assess one's own

strengths and limits effectively, and build a strong sense of self confidence on a foundation of self worth and true understanding of one's own capabilities.

Self awareness provides the foundation for motivation, self control, trustworthiness, and conscientiousness, allowing individuals to recognize when they have a deep sense of meaning in their activity, and providing an inner guidance system of values and purpose. Self awareness also shows people when they may be carried away and need to understand the potential negative impact they could have on others.

Furthermore, the ability to be effective interpersonally, being aware of others feelings, needs and concerns, as well as the ability to communicate and influence others depends heavily on the self awareness of the individual. If an individual is not aware of one's own internal states, how could they begin to see the world from the point of view of another? People who act consistently from the purposes and values they espouse gain the trust of others, and thereby acquire the moral authority to influence that has emerged as so important in an adult-adult social environment.

Goleman's research has further concluded that emotional intelligence (EQ) of this sort is the metacompetency that allows an individual's IQ to be actualized appropriately. Conversely, an individual with high IQ, but low EQ, for example a Harvard graduate with low EQ, is at risk of becoming a chronic underachiever. We take Goleman's work a step further and say that self awareness and interpersonal competencies are crucial to the development of leadership under the new social contract where one needs to lead through

unleashing the unique motivation and talent of others as well as discover and create common purpose and values.

As we have seen, Bridges, Mast, Drucker, Bennis, Covey and Goleman all agreed on some basic points. First, all would agree that self awareness and interpersonal relationship quality provide the foundation for career success in the new global economy. Knowing and performing from one's strengths – the most motivated skills - following one's own sense of values, and coming to work with a deep sense of purpose all serve to motivate the individual and help navigate the changing waters in our work lives.

Similarly, in the context of adult-adult working relationships, the quality of interpersonal relationships either helps or hinders an individual's ability to be effective in the work world. To the extent that the individual learns effective interpersonal behaviors in their work context, these behaviors will reinforce the person's success. Alternatively, if these behaviors are not learned, one can predict workplace difficulties.

The next chapter of this paper will look at how we plan to apply what we have learned in this literature review to serving our unique population of daytime MBA students. The following chapter will consider the needs of our evening MBA students, a much different population. Nevertheless, regardless of academic program, in the content of our changed economy, issues of self awareness and interpersonal relationship quality frequently arise as the focus of our services to our students.

CHAPTER II

DAYTIME MBA STUDENTS

The uniqueness of our day MBA program emanates from its target market: students with limited to no full time professional work experience. This differs significantly from traditional MBA programs that target students with five or more years of professional work experience. Students in the Bryan day MBA program tend to be 22-25 years old, as opposed to a more typical 26-32 in most full time MBA programs. This has major implications for the services offered to these students.

One important consequence of the focus on limited professional experience appears in the developmental level of our students. Over the last forty years, human development literature has consistently advocated that the primary task of late adolescence (late teens to early 20s) is the creation of a strong sense of identity in our society. By contrast, the literature also shows the developmental task of the late 20s is more about commitment and establishment of intimacy (Erikson, 1968).

With regard to career development, this implies that needs of Bryan day MBA students differ significantly from traditional full time MBA students. As seen from the reviewed work of Bridges, Mast, Drucker, Bennis, Covey and Goleman in the last chapter, in order to begin to establish career and work identity, this

group needs to learn much more about themselves – their personal strengths, weaknesses, values, interests and skills, and how these can be manifested in the world of work. These students also have other major weaknesses in their career development: limited knowledge of career fields, and ways in which their interests connect to career fields, and lack of knowledge of what opportunities exist in these fields.

Paradoxically, research shows that the best way to gain these aspects of self awareness is through challenging experiences that include an element of support and an element of reflection. Experiential learning occurs largely through reflecting on one's experiences, and less effectively through having gone through the experience itself (McCall, Lombardo and Morrison, 1988).

Moreover, these students have limited experience of organizational life. For example, they lack knowledge of how things get done in organizations, how to professionally interact with peers, superiors, or direct reports, or even a sense of what it is like to work with higher level people in organizations. All of these inhibit a student's ability to transfer knowledge gained in the classroom to success in the workplace.

Importantly, due to the lack of career related knowledge and experience, these students lack confidence in their knowledge of how to interact with professionals and their ability to interact with professionals in their fields of interest. In turn, this limits these students' motivation and willingness to be proactive with regard to pursuing career development opportunities.

For the majority of our daytime students, the multi dimensional size of this problem is simply overwhelming. The majority of students have a tendency to react to the issues of lack of knowledge of self, career fields, professional relationships and the lack of confidence by 1) avoiding the issue of their career development, or 2) minimizing the pain of these issues by taking the most convenient and shortest possible route to gaining employment.

In the first case, the lack of action causes underemployment or unemployment. In other words, the knowledge gained from their degree program fails to become realized in the workplace.

In the second case, this pain minimization results in students using on line application to jobs as their sole employment search tactic, avoiding other interpersonal tactics that might yield a far higher success rate and involve a degree of risk of rejection and sense of vulnerability. Notoriously, Internet-based employment application procedures have led to a boom in the number of applications processed per job opening. Inevitably, this leads to high efficiency for students sending out applications, but very low success rates in finding employment.

Where employment relationships are created by the Internet search tactic, typical consequences are less than desired career satisfaction. In fact, a recent survey of our evening MBA (working professional) students revealed that 70 percent of these students are dissatisfied with their current work situation.

Key drivers of this career dissatisfaction from the “successful” internet job search include many of the factors suggested by the literature review: poor fits of

student interests, values and abilities with job roles and organizational culture, and relationship difficulties with the boss or coworkers. The cost for a student taking this path includes increased stress for the student, underperformance on the job, resulting challenges with coworkers and superiors, the opportunity cost of better paths not taken, and ultimately attrition costs for employers. All added up, the results of a student making the existential choice of avoiding career decisions by choosing not to choose are felt deeply psychologically, socially, and often economically.

A minority of these younger students enter the daytime MBA program with the self confidence to create and manage professional relationships in their career and an uninhibited desire to actualize their interests in their career fields of choice. These students tend to have a higher probability of fully realizing the value of their academic knowledge once they have learned the fundamentals of effective strategies for navigating the job market and the workplace.

Challenges and the Process of Change with Day MBA Students

When considering the process of career development for our Day MBA students, we can analyze the forces motivating change, and the forces inhibiting change. Through better understanding of these forces and the resulting more accurate empathy, we can endeavor to support and grow those factors motivating change, while working to reduce the factors inhibiting change.

Factors motivating student career development and change include both internal and external forces. By far the most potent, though often quite latent, as opposed to manifest, is the student's personal desire to move toward a new

career. In the day program, all students have some degree of this particular motivation. About 80 percent of the Bryan MBA students show a motivation characteristic to a stifled set of warm coals on a warm grill. The grill has been warmed up by some attempts at igniting the fire, but not enough lighter fluid has been added to the fire to make it burst into an ongoing flame. Ten to twenty percent of the students have an already lit flame and seek to grow their career.

Other factors motivating change are primarily external to the student. The most important of these is the demand of the marketplace itself for employees with experience. This reality pulls students toward developing their career, insisting that the student overcomes the obstacles in the way of getting this experience.

Another external motivator is the support and encouragement that can be offered by faculty or professional mentors, or of course the support of Graduate Career Services counseling services. This support acts to reinforce the growing internal desire of the students, providing a balance of guidance and cheerleading as students become more willing to take active steps on their own behalf.

Some external motivators are more of a mixture or cross between supports and potential hindrances. Examples of these might include the expectation that students “should” get an internship as part of their MBA education, as well as the push of parents to get a career. While these particular “motivators” can be a source of pressure, they as often result in creating more ambivalence and resistance from students as they do motivation and inspiration.

While internal motivation for a new career, the reality of the need for experience, and guiding support for career development progress all work together to enhance motivation to day MBA career growth, there exist strong factors inhibiting the growth and development of these students' careers.

As we have seen, the most important factor inhibiting change is the sheer immensity of the tri-fold problem of lack of self awareness, lack of awareness of career fields and how one's skills and interests fit into these fields, and lack of skill and confidence regarding how to search for and successfully land the desired roles. The overwhelming nature of this problem makes it an easy target for avoidance behavior strategies.

Fear of making a wrong choice, a less immediate, but often present inhibitor, frequently appears in working with students in early career development stages. Again, avoidance becomes the strategy of choice for many students with this concern.

For Bryan day MBA students, the lack of time inhibits the career development and growth process. Currently structured as two 7-week modules per semester with four 1.5 credit courses per module, the sheer speed of the MBA curriculum impedes students from engaging career development issues. The current curriculum structure positions Graduate Career Services as co-curricular, though many students approach it as extracurricular. The day MBA program expects students to engage career services offerings, but it is not required, placing the office in a bit of an awkward position regarding day student engagement.

Other time factors include that the majority of these students have graduate assistantships requiring 20 hours of work per week in the Bryan School, and some students also work outside the school in service oriented jobs on evenings and weekends to make financial ends meet. Objectively, these time factors do impinge on the ability to work on career development projects.

Programming and Services for Day MBAs

To facilitate the career growth and development of our day MBA students, and help to prevent the costs of an inadequate career choice, Graduate Career Services has created career counseling services, educational programming and experiential learning opportunities to help these students learn about themselves, gain knowledge of career fields and effective approaches to the job market, and gain experience in the field.

Due to the average day MBA students' lack of professional work experience, internship and other action oriented learning projects are crucial to facilitating their career development. Experiential learning opportunities help this target group of students to begin to establish a sense of work identity and develop the interpersonal skills and confidence to translate knowledge gains into workplace effectiveness.

Day MBA First Semester Career Learning Experience

To this end, the Graduate Career Services takes into account the motivators and inhibitors of career development for this unique group of students, and is working to create integrated first year co-curricular learning experience leading to an internship or action oriented project work experience. Ultimately,

the goal of this experience is for students to learn the cognitive knowledge and skills necessary for career development, while gaining an affective sense of confidence and self efficacy with these skills that helps them to proactively approach their own career development.

When students first come on to campus, the MBA program runs a “boot camp” experience, which might be better described as a base camp, acclimating students to the environment of the Bryan School. The Director and Assistant Director of Graduate Career Services (see Appendix C) have the opportunity to present the activities of the first year career development experience, as well as give an online demonstration of some of the web based resources that are available to students through our web site.

As part of the experience, a sign up sheet will be passed around for each incoming student to encounter the first element of our integrated first year experience: a first one on one appointment with their career counselor. Beginning to address the motivator of support, the first appointment is meant to be a “get to know you” type of conversation, providing a foundation for a working alliance between the counselor and the individual student. During this conversation, the counselor will learn about the student, and the student’s unique set of academic, extracurricular, personal and initial career interests. Other areas for counselor inquiry in this session are issues such as the student’s background, reasons for choosing to do an MBA, decision making process regarding school selection and current thoughts or concerns regarding the student’s career development.

Toward the end of the first session, the counselor will invite the student to take a standard business career assessment instrument and to make a follow up appointment. The student can take the assessment on line before a second session.

Within a week or two, the student will have a follow up appointment to go over the results of the business career interest assessment, with a focus on using the assessment results as a conversation piece to for both the student and counselor to learn more about the student's professional interests, as opposed to a set of facts about what the student "should" do for a career. A result of this conversation will be a set of two or three hypotheses of possible career directions the student might look into, to learn about and experiment with.

While the support motivator and working alliance between the counselor and student develop, Graduate Career Services will launch the second element of the learning experience: a professional orientation speaker series with a goal of helping students learn more about some of the internship and career opportunities and paths available to them.

Speakers, usually Bryan School alumni currently in management roles in their organization will come to campus once every two weeks in the late afternoon after formal classes with a goal of giving an overall picture of their organization, the organization's key goals, and a discussion of the types of roles for which they might hire a day MBA graduate for internships or full time positions. Students will have the opportunity to ask career and organization

related questions, as well as interact informally with the presenters at the end of the session.

A variety of organizations, presenting through the first semester of a student's time in the program with a variety of types of available positions, begins to facilitate career development through two mechanisms: 1) reducing the problem of lack of knowledge of opportunities, and 2) potentially increasing a student's interest in a given position or company, thereby fanning the flames of internal motivation and bringing the student to more "move toward" rather than avoidance behaviors.

While these speaker programs stimulate interest in the opportunities offered by the structured internship program (see below), the desire to apply for these opportunities will naturally lead to further counseling appointments. While students may have increased motivation and some increased knowledge of opportunities, they may still struggle with the skills and confidence to present themselves as potential candidates for these roles.

Facilitating day student career development at this "growing flame" stage tends to be more focused on skill based career counseling. Here, Graduate Career Services will help students through blended learning utilizing web based learning modules, selected in person hands on workshops, and individual appointments to maximize both student learning and efficiency of resource allocation. Students are encouraged to complete e-learning modules on professional cover letter and resume writing, and effective job search tactics, and

have corresponding counseling appointments to go over what they have learned in the web or workshop sessions and apply the learning to their individual needs.

MBA level interviews have proven a stumbling block to student career success. To facilitate this particular skill, late in the first semester, a corporate recruiter presents a live workshop on behavior based interviewing, and students will follow up with a scheduled taped practice interview. Customized to the expressed career interests of the student, feedback from the counselor will cover both content and process issues. Crucially, the counselor needs to stay in a counseling oriented role, providing realistic feedback and continuing to verbally and nonverbally support the student's growth of this skill.

Students have a strong tendency to answer interview questions in generalities, rather than the specifics required by behavior based interviews. At the same time, students vary tremendously in interpersonal skills such as calm focus, listening, appropriate confidence, body language, and eye contact, and appropriate length. The videotaped feedback provides strong visual and audio reinforcement to counselor feedback.

Structured Internship Program

In attempting to continue to build on the motivators and reduce the inhibitors of day student career growth, Bryan Graduate Career Services has piloted a structured internship program that works to continue to try to increase the pull motivation of interesting internship opportunities while reducing the negative effects of both the lack of confidence and self efficacy of students with their job

search skills, and reducing the negative effects of the objective time crunch created by the modular structure of the MBA curriculum.

Elements of the Bryan MBA Summer Internship program include:

1. Extensive Graduate Career Services outreach to the employer community to help identify organizations likely to sponsor an internship project, and meet with potential intern sponsors to identify business needs within the organizations that lend themselves to internship projects,
2. Advising intern sponsors on effectively structuring internships to create the highest possible probability of success for all parties, and advising them on selecting and managing an intern as needed,
3. Creation of a resume book of interested interns for distribution to prospective site sponsors,
4. A structured on campus networking event offering an opportunity for students to hear about the sponsoring organizations and summer projects, and gain visibility with a variety of organizations,
5. Facilitation of student application for organization internships by utilizing our BryanTrak online job and internship posting system, allowing students to easily send resumes to desired positions, while allowing for easy access to the resumes for the organization,
6. Providing any desired help or support during intern selection for the employers, possibly including providing on campus space if the employer would prefer to interview candidates at the Bryan School.

7. Once students are selected, support for employers and students throughout the summer to deal with issues that arise and maximize the chance of internship success.

We expect that this structured internship program will result in opportunities for placement of a high percentage of our day students in the organizations involved. However, Graduate Career Services counselors will continue to work individually with students, supporting students during their candidacy for the internships desired, and also helping the students themselves to identify and cultivate internship opportunities outside of the formal program. While Graduate Career Services seeks to provide programs and support services to increase the probability of a student landing a summer internship to gain the experience desired, the individual student has responsibility in the outcome and must provide adequate effort.

Key Internship Outcomes

As described at the beginning of this chapter, the key aspects of career development for our day students include developing career related self awareness, an ability to develop and maintain quality interpersonal relationships in the workplace, learning about career opportunities, and learning the behaviors of how to apply what one has learned about the self and relationships to the workplace.

Not only does the psychosocial development stage of our full time day MBA students require the above competencies for student career growth, but our literature review revealed enhanced career self awareness and the quality of

interpersonal relationships as a key foundation for success in the global economy under today's changed work social contract.

The sum of the speaker series, individual counseling support, e-learning opportunities, structured internship program, and the internship experience itself facilitates day MBA student career development by enhancing students' motivators and reducing the inhibitors of student action toward their own career development.

Students will return to campus with enhanced knowledge of the career field in which they interned, increased knowledge of how that particular organization works, a stronger sense of their work related motivated skills, and what it takes to succeed interpersonally in the workplace. Most will grow significantly in career confidence, while others will have had the valuable experience of learning what they do not want to do. For day MBA students, many of our interns return to campus with job offers which most will accept.

Potential Improvements to Day MBA Programs and Services

A major weakness of our programming and service offering for our day MBA students lies in the current co-curricular structure of our first year learning experience. As Graduate Career Services programming is not part of the formal MBA curriculum, students sometimes conclude that the first year career experience is optional, as opposed to crucial to their career success.

In dealing with this concern, a major step to be launched in the Fall 2008 semester will be the inclusion of a resume writing exercise in the Management Communication course, and the inclusion of a mandatory informational

interviewing assignment in the Introduction to Management course. Inclusion of these exercises within the curriculum ensures the completion of these exercises and satisfactory learning outcomes.

While including exercises in these two courses is a strong first step, offering 1.5 semester hours of course credit for engaging in a the first year career learning experience would further help students to overcome the issues of avoidance and pain minimization related to their career development and help to address the problem of objectively busy lives that gets in the way regarding engaging career development.

In addition, including career development as a course in the curriculum would signal to students that faculty and administrators agree on the importance of career development issues for this daytime segment of our students.

Logically, if the program focuses on this younger, less experienced student, then an optimal learning experience would maximize developmentally appropriate learning gained through experiential projects, internship experiences and the consulting course offered in the curriculum.

To do this, we recommend that career development skills and behaviors focusing on the developmental level of these students should become a part of the daytime curriculum, and the importance of these needs to be systematically reinforced throughout the program.

Including a course in the curriculum also tremendously increases the efficiency of delivery of specialized services to day MBAs. For daytime students with little or no professional experience, the need to learn fundamental career

development skills and gain knowledge of career fields exhibits more uniformity than our other programs, and delivery of this type of learning through the curriculum would provide value to the Bryan School by increasing the benefits just discussed while reducing the Bryan Career Services staff time involved in delivering this type of information.

Over the short run, in order to capitalize on the motivators and reduce the inhibitors of day MBA engagement with Graduate Career Services, we will launch a project in summer 2007 to survey the students and recommend appropriate actions to continue to increase day student engagement with our services.

CHAPTER III

EVENING MBA STUDENTS

In contrast to the day MBA program, the evening MBA programs is designed to be flexible and is offered at times that attract working professionals. Among other reasons, working professionals and others attracted to these programs tend to choose to come to the Bryan School primarily for:

- Convenience of location,
- Value, defined by (perceived + actual benefits)/cost,
- Program flexibility, and
- Career advancement.

As seen in the literature review, the employer-employee social contract has moved to one where individuals must constantly find ways to ensure their employability and career opportunities. Traditionally, students in the evening MBA program were sent by their employer for management training as a prerequisite for higher roles in their organization (typically in the tobacco or textile and furniture manufacturing industries), and most students' program tuition and fees were paid for by the employer.

With the sweeping transformation at hand in the Triad economy, the majority of students show personal rather than organizational motivations for

attending the evening program, and pay the tuition bill themselves to improve their employability in the marketplace.

Unsurprisingly, these changes have increased the need for career services targeted toward the specific needs of this group. However, the motivations of this group vary with their reason for coming to an evening degree program. In addition, students vary in age with a majority between 25 and 40 years old. Some however, are over 50 and some are entering their first career. Today, enrollment has leveled off at 250 students in total.

In contrast to the daytime students whose human development task tends to focus on establishing a sense of identity in the world, the main task of the 25 to 40 year old is to establish commitment and intimacy in their endeavors. With regard to careers, this means increasing their focus on particular paths, or adjusting their focus based on their experiences to more adequately reflect their interests, values and abilities and then committing strongly to this path.

Graduate Career Services, chartered to serve day MBA, evening MBA and MBA alumni, provides services for alumni seeking career development that reflect the services for current evening students.

Working with these students has revealed four basic sub-segments of this population: 1) *career entry* students, sometimes international students or others who are entering their first career, 2) *career enhancers* looking to move up with their current employer, 3) *career changers* looking to change industries and/or job functions, as well as those changing from other professions to a first business

career, and 4) *job changers* looking to create opportunities for themselves outside of their current employer but in similar industries and functions.

Conversations with job changers and career changers, who make up the majority of evening students, reveal that many students have sought to further their education and seek career support due to a variety of predictable issues relating to career or job dissatisfaction.

Typically, these students are feeling significant stress regarding a) lack of congruence of their interests, strengths and values with their role in their current organization, b) difficulties in relationships with their superiors or lack of personality fit with what is valued in the organization, c) lack of upward mobility in their organization, or a desire to create more upward options outside their company, or d) organizational changes including mergers, acquisitions, new leadership, restructuring or layoffs.

Services for Evening MBA Students Entering First Careers

For evening students in the MBA program who are in the career entry stage, we encourage these students to participate in the programs and services that target our day MBA students. Approximately 18 percent of the total evening MBA population fits this category, with most falling on the far left side of the overall age distribution of our evening graduate students.

As mentioned in Chapter two, the career entry stage of career development requires a strong focus on learning regarding career choice, job search skills and an emphasis on internships and experiential projects to help students to reality test their career interests and develop further employability

through the added experiences on their resume. With the sole exception of the summer internship experience, our professional orientation speaker series, counseling services, e-learning and in person workshops, and structured internship program elements all fit the schedule of a current evening student.

Services for MBA Students Looking to Enhance their Careers

Near 30 percent of evening MBA students fall into the segment described as wanting to enhance their career with their current employer. Currently, few students in the career enhancer segment of the evening programs seek career services support. When they do, career counseling related to dealing with issues of advancing the student's career inside their organization tends to be the primary source of value for these students.

However, it may be feasible with appropriate resources to build a program that specifically supports the needs of this sub-segment. These services would address creating and taking advantage of opportunities in their organization, relationship building inside the organization, development through alignment of interests and strengths with new and existing roles, and taking advantage of opportunities to increasing the breadth of the student's workplace effectiveness and competencies.

If feasible given resource availability, services targeted to evening students seeking upward mobility would have more of a leadership development program style, and could include individualized coaching, educational panels, presentations, and action learning groups. Particular topics of interest would include the importance of learning on the job, taking advantage of professional

organizations and certification opportunities, finding and learning from mentoring relationships, growing new competencies and knowledge through cross functional projects and task force participation, and seeking coaching and feedback from peers and superiors.

Services for Evening MBA Students Seeking Career or Job Change

Recent surveys have shown that 33 percent of our current evening MBA population desire to change careers in the sense of a change of industry, job function, or both. Another 20 percent of evening MBA students seek a change of jobs, more strictly defined as within their current employer, and within their current industry or a closely related industry.

These students have a wide variety of career interests in terms of job function, experience level and industry, and come to career services with motives that often reflect the drivers of career dissatisfaction mentioned above. Given these motives, highly individualized services targeting this group include individual career counseling, opportunities for relationship building and feedback from peers and alumni, and web based services providing access to career tools and job opportunities.

Motivators and Inhibitors of Evening Student Career and Job Change

As with our day MBA students, facilitating career development and growth career development for these evening students requires considering the forces working for and against change.

As predicted by the literature in Chapter one, a key motivator for change when working with this segment of evening students reflects a desire for the

individual to take the learning gained from hard won experience about the self – one's values, motivated skills and abilities - and better utilize this learning in a new role within their industry or job function, or in the case of career change, in something significantly different from the experience one has had in the past.

This increased self knowledge will provide a crucial foundation for building our career counseling services for this group in the next section, and provides the underlying internal energy to engage and overcome the obstacles to career growth and development. In essence, this is the flame mentioned in our metaphor for day student motivation, but in this case, the strong flame needs little fanning, and has made our career grill hot and ready for cooking.

A second important motivator for within career job change is interpersonal conflict in the work environment. In contrast to the “move toward” posture of seeking to apply gains in self knowledge in roles more congruent with one's sense of self, interpersonal conflict definitely has more of a “move away from” motivation.

Indeed, many evening students desiring to change jobs reveal satisfaction with their current role, but have a great deal of dissatisfaction with their superior in particular. Many bosses objectively exhibit negative behavior patterns which drive away otherwise happy employees. Other times, the employee may struggle with a boss with a particular personality type. Either way, the sense of dissatisfaction deepens enough to bring a strong desire for job change.

Change at the level of the organization also leads some evening MBAs to career and job change, either voluntarily or involuntarily. Tremendous changes

in the norms and values of organizational culture resulting from mergers, acquisitions, or leadership changes drive some individuals to choose to move away from organizations. Other times, evening students may find themselves pushed away from the organization through restructurings, layoffs or closures.

While motivators for change for individuals seeking job change can come from the personal, interpersonal and organizational levels, inhibitors of change most often emanate from the complexity of the multidimensional aspects of adult life, and the important crunch of time available in busy lives.

For evening students, the multidimensional aspects of adult life do lead to a higher level of complexity of career oriented decisions. In contrast to the more often relatively unencumbered younger day MBA students and evening MBAs who are in career entry mode, working professionals with more experience must deal with career and job changes on multiple levels.

Of course, there is the level of personal career satisfaction, primarily relating to one's own sense of congruence between personal identity, values, strengths, purpose and the demands of the work role. These issues often dominate one's satisfaction with the day to day work.

However, for evening students, other issues can inhibit career development and change. Consider family life. Dual career issues and the day to day obligations and opportunities of family life may constrain the range of possible paths for students. Similarly, the financial dimension of career decision making often serves as an inhibitor to the person's willingness to undertake the behaviors leading to successful job change. Other issues such as one's role in

community activities, e.g., volunteer activities, or one's sense of geographic preference can play a strong role in an unwillingness to move to accomplish the goal of job change. Many times these underlying values and preferences appear to or actually conflict, leading experienced evening students who are currently working to a resigned sense of "stuckness" in their position, and a semi-permanent sense of career and personal dissatisfaction.

The multidimensional nature of life for our evening students leads to a dearth of time available for the search for new careers, which acts as a strong inhibitor of behaviors enhancing career development and growth. Changing jobs or careers requires a lot of effort, and the time and energy taken by the tasks involved usually subtract from the time and energy available for competing tasks, obligations and interests. Only when the heat of our career flame truly rises to the point in which the student will act, does engagement with our career counseling services begin.

Career Counseling Services for Career and Job Changers

For evening MBAs looking to change careers or jobs, the complexity of the motivators and inhibitors of change requires services that allow for deep understanding of the student's situation and unique needs and wants. To this end, individual career counseling becomes the intervention of choice for this large group of students. The process involves much more fluidity and customization than our much more structured programming for day MBAs and evening students entering first careers.

Like most personal counseling clients, evening MBA students seeking career or job change have lived with “career pain” or career “symptoms” for some time. The ambivalence created by the motivators and inhibitors of change has survived long enough to transform into a desire change, support and guidance.

Given the busy schedules of these individuals, in person career counseling appointments are scheduled in pre-class evening hours, other evening hours by appointment, and some is done by phone. Graduate Career Services counselors employ email coaching once the counseling relationship is well established, and only for “quick questions” regarding tactical job search issues, such as resume and cover letter draft reviews or guidance on how to find specific resources. Whether in person, by phone, or through email, the busy schedule of our evening students creates a strong need for convenience and accessibility of services.

Not unlike many personal counseling clients, sessions with these clients often come in bunches as the client has both the motivation and the time to go through the various stages of career growth. Clients may engage counseling for a few sessions, and then disappear back into their busy lives, as the above inhibitors of change preside over the motivators for change, only to reappear a few months later with renewed vigor for change. This wavelike pattern of change for our evening students embodies the normal course of our evening student client interactions.

With all of our evening student clients, the first session introduces the client to our career counseling services, clarifies the counselor and client's role,

and includes a brief two way conversation about the extent and limits of confidentiality of the relationship. Moving to the issues the client brings to counseling, the work begins with the goal of understanding the client's concerns and goals, life context and dimensions. As with day students, the counselor learns about what motivated the student to enroll in the MBA program, and the student's likes and dislikes regarding career experiences, the MBA program itself, previous academic experience and outside activities. The session will include clarification of the counselor's role, as well as a discussion of our career counseling services, and the extent and limits of confidentiality.

As sometimes happens in psychotherapy, the client sometimes not so secretly wishes for a magic solution, in this case as in an immediate placement by the counselor in the client's new job or career of choice.

While counseling with these students endeavors to meet the client at their perceived need, the counseling sessions often unfold with semi-structured predictability. Usually, whether the student seeks to change careers or seeks to change jobs, the client will take our business related career assessment before the second session.

During the second session, counselor and client go over the results of the assessment, focusing on using the data as a conversation piece regarding the client's desired future situation and their background of experiences. Our instrument assesses graduate business level career interests, values and abilities, and we use it to help clients considering career change to consider long term direction. Clients looking to change jobs find it useful in helping identify

their most motivated skills on which to build their candidacy for their next role.

Either way, in the context of the client's needs, often the counseling process with career or job change motivated students becomes focused on helping the client actualize their unique interests, strengths, values and abilities as identified in the literature review.

This second session also exemplifies the psychosocial stage of commitment and intimacy in that the client begins to make strong values and interest based commitments to professional fields. In essence, the counselor works with the motivator of self knowledge that was gained by the client through their experience, helps focus a lens on this self knowledge, and utilizes it to help the client continue to build and sustain the motivation to overcome the issues of time crunch and ambivalence that come with any change process.

Continuing with the semi-structured counseling process, after looking at some long term direction in the second session with a client wanting career change, the counselor works in the third session with the client to review the client's career history and the client's sense of the gap between where they want to go with their career and where they have been so far. What the client can and is willing to do, given the individual's unique set of life dimensions, becomes the focus of counseling.

Similarly, in the case of a focus on job change, the third session emphasizes working with the client to identify situations where the client has used the motivated skills identified during the career assessment. In turn, these experiences become the foundation of identifying congruent work opportunities

and provides direction for a strengths (motivated skills) based resume for the particular type of jobs sought.

After the third session, the intensity of the in-person relationship changes somewhat to a combination of the in-person counseling, phone and email coaching, and use of electronic based career skills learning to meet the specific needs of the individual client. This use of multiple channels of communication helps work with the client's time and multidimensional constraints allowing the client to approach change at their desired pace.

An important difference in the counseling process between job change and career change can be found in amount of time and effort involved in the change process. For those interested in job change, the tasks involved are more linear in character, though always constrained by the ebbs and flows of motivation and effort. After potential organizations and roles have been identified, the search process moves to implementation of job seeking behaviors (see below). In the case of job change, the student's previous industry and job function work experience become the crucial qualifier for the new opportunity sought.

On the other hand, in the case of career change, much more effort is needed in reality testing new career directions through gaining both cognitive and experiential knowledge of the new fields, including learning about the potential of the right "fit" through conversations with others currently doing the work. Given the structural fact that employers desire some degree of demonstrated related experience, these students may need for to undertake part time or project work in

the new field to gain some experience and to experiment with their desire to change fields. Given that these students typically work in full time positions in other fields, this can become a difficult reality for students.

For those students undertaking career change who have strong multidimensional concerns of family, school, work, financial, community and other obligations, reality often dictates the taking of small steps from one's current position over a significant period of time toward the new desired career field and role.

Strikingly, almost none of our evening MBA students, regardless of their level of career experience, have done a consciously thought out job search that focuses on actualizing their unique career interests, strengths and experiences. Most entered careers as stated in the section on day students above, by applying to what showed as visible in the market at the time, or by applying to jobs they heard about from their friends. By random chance alone, some people find satisfaction in the jobs they land this way. Too most, the very idea that competing in the job market based on one's personal career interests and strengths is not only fulfilling but also crucial for long term competitiveness, is a welcome relief. Most of our students seeking job or career change have endured the pain of poor personal fits with the role they work in, the interpersonal environment of the workplace, or the industry or job function they have found themselves in.

When decisions are made to change jobs or career fields, Graduate Career Services counselors draws upon electronic resources, specialized

knowledge of a wide variety of business careers and job search strategies to help these students actualize their new career goals. Tactical issues that arise in the intermediate and advanced stages of counseling include basic skills, such as writing targeted resumes as mentioned above, finding work opportunities where they are not apparent, behavioral interview practice, and coaching on networking techniques and offer negotiation.

Relationship Building: Peer and Alumni Feedback

Aside from the heavily individualized support offered in career counseling, Graduate Career Services encourages evening students and alumni in career transition to seek the advice, feedback and ideas of peers in their program and MBA alumni.

When an individual seeks a job or career change, feedback from those involved in the work can significantly increase the effectiveness of the search. In the evening program, students have a natural outlet for meeting people who work in the jobs or industries that interest them, and can easily initiate conversation that gives good objective feedback regarding the competencies needed in various roles, the growth or decline of organizations in the industry or field, and people to connect with to learn more.

Moreover, our evening students have the professional skills and the increased confidence from their experience to initiate these conversations. Feedback from these relationships helps to facilitate development, acting as guidepost for the internal driven motivation of the evening students. Sometimes the feedback encourages the student to continue down the path they plan to

pursue, and other times feedback causes pause and adjustments to the career direction as students find they might be less interested in a given path than they thought.

Given the importance of these conversations for our evening MBA job and career changers, Graduate Career Services will continuously work on developing and improving BryanConnect, a database of MBA alumni as well as working professionals in the evening program with the purpose of creating opportunities for relationship building. Studies consistently show that the career advice and feedback between alumni, their peers and current students is highly valued by students involved in career transition and a main avenue for actualizing new career goals.

Access to Employment Opportunities

Given the time requirements involved with job and career change for evening students, Career Services offers working professionals access to employment opportunities as listed by organizations, particularly focusing on those organizations in the Triad area. Employers are encouraged to post job opportunities through web based software licensed by the office. This creates a win-win situation, potentially helping facilitate change for the student, while providing a helpful service to the employer, and better connecting the resources of the university and the Bryan School with the needs of the vastly changing Triad economy.

While job listings offer convenience to both the prospective employer and the student, experience has shown that when Graduate Career Services has

visited the organization, learned about organizational culture, and spoken with hiring managers and/or human resource professionals regarding business and recruiting needs, there is an opportunity to refer highly qualified and interested job seekers to the organization for potential placement. This increases the effectiveness of the recruiting process for both students and the employers.

Graduate Career Services actively seeks these partnership relationships with organizations in the Triad to help the Bryan MBA programs become a provider of choice of talent to these organizations (see Chapter five). Evening students that engage career services can take advantage of this by following the listings on the Career Services website, engaging our career counseling services so our counselors are deeply aware of their personal goals and background, and keeping us fully updated on progress and status of new career related developments.

Potential Improvements to Evening Student Services

Through our intensive career counseling and resource support services for evening students looking to change jobs or careers, we have sought to align ourselves with the motivators of career development and growth for this group, while again reducing the inhibitors of positive change. As we continue working with evening MBA students and alumni, the unsurprising core challenge lies in the complexity of the students' lives. A majority of these students work full time jobs go to school two nights per week (which adds homework assignments), engage in social and civic activities, and many have family obligations.

This presents Graduate Career Services with two issues. The first is a lack of awareness of the services offered by our office due to students not spending much time on campus, and the difficulty in getting to know them informally on campus. Second is a perception among students that they cannot afford the time necessary to engage our services.

Graduate Career Services will continue to increase the promotion of its services to evening students through postal mail, email, class visits, bulletin boards, our web site, word of mouth from fellow students, and asking for the assistance of professors in referring students to us.

We plan to counter the valid issue of limited availability of student time by offering in-person career counseling and phone based coaching at convenient times, as well as offering email consultation for simple questions. We will also offer networking resources, career research tools and online job opportunities on a new Graduate Career Services website to be launched in summer 2007. While no level of convenience can act as a substitute for strongly motivated student actions, we will always consider the issue of time availability when planning new services and programs.

CHAPTER IV

ALUMNI RELATIONS

As shown in figure 1 below, an important cornerstone for the successful delivery of Graduate Career Services lies in establishing and maintaining strong alumni relationships. While services delivered to alumni with personal career development needs are described in the section on services to evening students above, this section focuses on alumni relations as a resource for our services.

Throughout the country, successful Graduate Career Services offices draw heavily on their program alumni as a resource for delivering career advice, information and feedback regarding potential career paths. Moreover, alumni often participate in programs designed to educate students about career options and strategies, act as potential intern sponsors and as advocates for full time hires. In this regard, establishing alumni relations rises to the level of a critical success factor for our day to day success.

As mentioned in the last chapter, we will create BryanConnect, an online database of alumni who are willing to speak with current students and their peers regarding career issues. As described in the last chapter, conversations between alumni and those interested in their field always lead to new learning, often lead to the establishment of new mentoring relationships that can be an

ongoing resource for the students, and when the opportunity exists, can lead to opportunities for placement of the student within alumni organizations or with organizations in which students are referred to by our alumni.

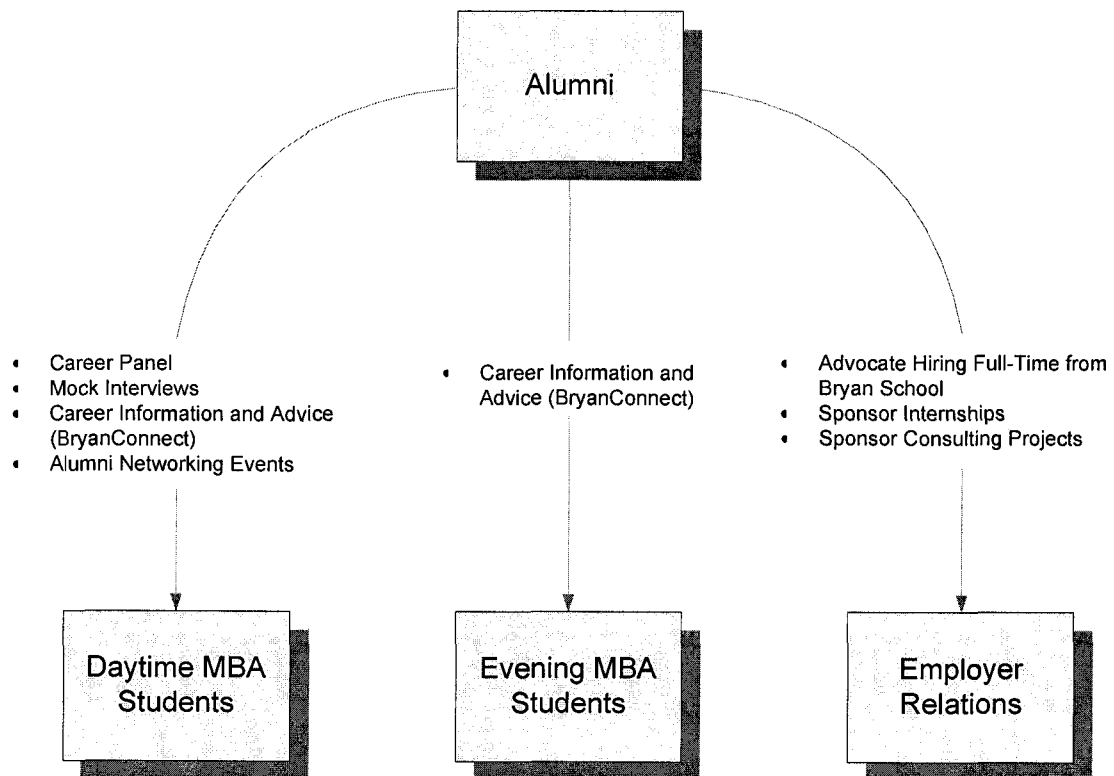
Alumni also have the potential to act as strong facilitators for helping deliver the career education and experiential learning components of our services. Specifically, alumni have opportunities to serve through playing interviewer roles in mock interviews, delivering presentations on career related topics, leading workshops and serving as panelists on career related forums. Students tend to highly value these learning and experiential opportunities involving alumni, as reflected by high turnout for these events.

Finally, as mentioned in our employer relations strategy, those affiliated with the MBA program have the ability to act as an advocate within their organizations for the creation of internships and full time working relationships for our students. We will draw on alumni relationships heavily as we promote our structured internship programs and build relationships with local organizations to help them obtain the people they need to meet their objectives.

Experience has also shown that alumni who are involved with our programs are more likely to be willing to help with development initiatives of the MBA program, as well as the Bryan School. Their continued involvement draws upon and reinforces a sense of commitment to the success of the programs and the reputation of the school. As heavier emphasis on development and private funding occurs within our programs and the school, the importance of connecting with MBA alumni rises substantially.

Given the importance of alumni to the day to day operational success of Graduate Career Services and future resources for the Bryan School, we will begin to organize other social events that reconnect the programs and our students with alumni. The first annual Bryan MBA student alumni picnic embodies this strategy, and we recommend that we do more of these events in locations heavily populated by our alumni. Initially, these events will likely consist of outings in the Triad and other select North Carolina locations. We may also consider more intimate lunches, etc. in cities in the southeast region where we have enough alumni.

Figure 1 – Role of Alumni in Bryan Graduate Career Services



CHAPTER V

EMPLOYER RELATIONS

As mentioned in chapters two and three, strong relationships between Graduate Career Services and targeted employers facilitates the career development and growth of day and evening students by providing access to opportunities that can provide a right fit between a given student's motivated skills, values and needs and the employment needs of the organization. The importance of this service creates the need for a chapter considering Graduate Career Services planning for employer relations.

Simply put, Graduate Career Services creates value for employers by helping the people in organizations to find high quality candidates that are qualified for the work in question, motivated to do the work and are a good fit with the culture of the organizations. Delivery of candidates that have these characteristics, who would likely accept an employment offer defines value for most of our employer customers.

The posting of jobs and internships usually is the key service that Career Services offices provide to employers. However, experience has shown that posting by itself is not effective in landing high quality candidates for the opportunities in the organizations. Certainly, posting jobs and internships

delivers convenience and low job advertising costs to the employers. The convenience in particular makes this tactic attractive.

Given the ineffectiveness but convenience and low cost of posting, employers have a tendency to post jobs at many schools and on major internet job boards, which produces a large number of resumes. Unfortunately, the posting tactic results in a large pool of candidates whose experience, interests, values and strengths do not align well with the needs of the organization.

The most recent trends at the organizations employing best practices in recruiting are moving away mass approaches such as posting and on campus recruiting to more targeted approaches that meet the organizations specific business and human resource needs. The implementation plan and design of our employer services reflect this trend. By using this more effective strategy, and implementing the strategy efficiently, we differentiate our services from our competitor schools.

Geographic Focused Outreach

The implementation of the strategy of Graduate Career Services regarding Employer Relations reflects an emphasis on geographic focus with three concentric circles of intensity.

First, given the geographic distribution of our MBA alumni, the core target of this focused concentric circles strategy are Triad area employers. The existing brand equity of the MBA program is heavily concentrated among Triad area employers. Moreover, as mentioned in the introduction, the Triad employment market has been transformed by the forces of the global economy, requiring new

talent for the companies of the industrial age that have adapted and survived after reorganizing, and creating demand for high levels of talent for the knowledge based industries that are in the process of becoming.

Many of our students currently live in the Triad area and plan to for the foreseeable future. In addition, a large portion of our alumni live in the Triad, with a strong majority residing in North Carolina. As part of the UNC system, our university wide and Bryan School initiatives serve the people of the Triad in particular. In the Triad our employer relations have the potential for sustainable competitive advantage.

A major benefit of the geographic proximity to Triad area employers is ability to increase effectiveness by building broad and deep relationships for recruiting, internships and experiential projects, resulting in value for the organizations, our students, and our school at relatively low expense. Crucially, we also expect higher success rates with candidate acceptance of offers from these employers in this area. Here we have an opportunity to establish our market position as the leader in providing graduate business school talent in this target market.

Likely partner organizations would include organizations represented on various Bryan School and University wide boards, those with a number of employees who are alumni of our programs, and organizations that have close contact with professors involved with our programs. Employers with affiliation to the school and our programs have less need to be educated about student quality and are more experienced and comfortable with hiring our students.

Employers who have not yet hired from our programs but who have strong awareness of UNCG and the Bryan School would be a next in line of most likely to hire our graduates. Graduate Career Services plans to build a program of outreach to these organizations.

The second most important level of our employer relations strategy will be targeting organizations across North Carolina, particularly in the Triangle and Charlotte regions that have a strong need for MBA talent. In areas where competitor business schools have a strong and established presence, for example UNC-Chapel Hill, Duke, and NC State in the Triangle Area, and UNCC in Charlotte, we can establish our MBA program as a strong alternative source of talent.

Many students express a willingness to relocate within North Carolina, so offer acceptance rates would be reasonable. We can renew and nurture relationships with our alumni for advocacy of the School and our programs, and gain advice, information and contacts from them to expand opportunities for students in these other North Carolina markets. As our students gain success in these organizations, the relationships and the reputation of the Bryan School have opportunities to expand.

The third concentric circle of the strategy implementation would be the broader Southeast region, from Florida through Washington DC and into Maryland. Here, we would have further to go in terms of establishing our brand name and position in the employer marketplace. Some of our students express a willingness to consider opportunities in these other regional locations.

While the costs of educating these employers regarding our programs would be relatively high, those with one or two of our alumni as current employees would be good initial targets. Major corporations with high volume hiring needs would be another set of reasonable targets in terms of cost per hire. Successful hires would also help to build Bryan School reputation in the region, potentially drawing more students over time to the school's programs and creating more opportunities for other partnerships between the organizations and the school.

The next logical extension from the three concentric circles target would be organizations outside the southeast region. In this case, our student's desire for employment in places like New York, Chicago or Los Angeles shows up at on a case by case basis. The strategy for cost effective outreach to these organizations would be primarily visiting organizations where we already have alumni who can act as internal advocates for the Bryan School and advocate a hire of an interested student. If a Graduate Career Services staff member is in a given city for a conference, event or other personal reasons, we will to connect with alumni in the area for a site visit, meal or coffee to nurture these relationships.

Services for Employers

Partner Employers

To the extent we can visit organizations, understand our employer stakeholders' organizations, familiarize ourselves with their cultures, understand the objectives of particular positions, and recognize what type of people would be a good fit, we will be able to deliver high quality candidates to these companies.

The geographic focus of employer relations allows us to create partnerships with Triad and select broader North Carolina organizations. As we create value for our prospective employers through understanding their needs and delivering high quality candidates, our effectiveness in helping these organizations increases the brand equity of the Bryan School and UNCG.

Therefore, the most important Employer Service we offer is a consultative partnership, focused on helping organizations find the talent they need to advance their organizations. Employers we have a consultative relationship with receive:

- A high level of service customized to their need, maximizing the chance of receiving high quality qualified candidates for their needs
- First exposure to participate in our MBA summer internship program, have students complete value added project work for them, and potentially hire the student full time upon graduation
- The ability to target our MBA students for openings by posting jobs on our BryanTrak system

- An opportunity to advance their organization through participation in the live projects of the MBA 629 consulting class
- Exposure to our students and an opportunity to enhance their visibility on campus through participation in mock interviews, on campus career related events, presentations and workshops.

Transactional Employer Services

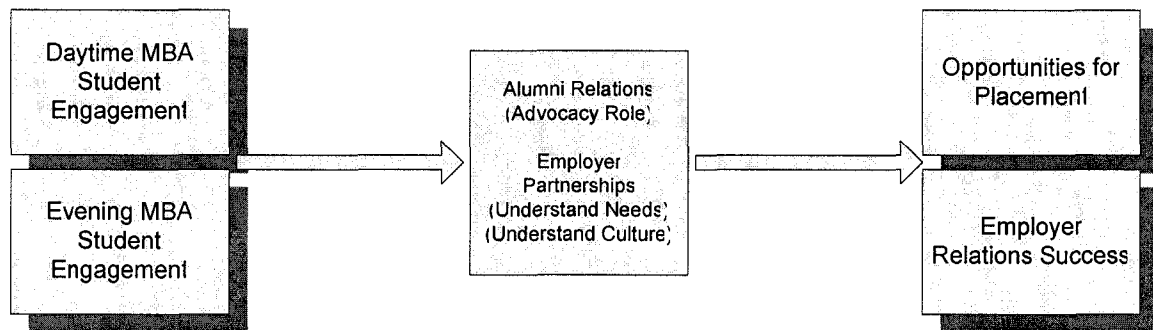
Employers who are not yet ready or do not desire to have a partnership relationship with Graduate Career Services can choose to work with us on an as needed basis. Typically, employers in this category have particular interest in posting jobs and, at times, internship opportunities on the BryanTrak system.

For organizations that offer potential for building a partnership over time, postings and referral of interested candidates to the organization offer a first step toward a longer term, larger relationship.

As mentioned above, the value for employers from who choose to post jobs only and have no intention of a larger relationship comes from convenience efficiency more than effectiveness. For organizations that have more of a “numbers game” rather than a targeted approach to recruiting, this option fits their needs well.

Aside from opportunities to post jobs and internships, we can also offer value to employers on a transactional basis if we can refer a handful of candidates for a particular position when they choose to engage us.

Figure 2 – Critical Success Factors in Creating Value for Employers



Employer Services Challenges

As illustrated by figure 2 above, employer relations success depends on four critical success factors. Day and evening student engagement are the first two factors, creating a strong and diverse talent pool for meeting employer hiring needs. Strong alumni relationships create inroads into organizations and help to overcome obstacles to establishing strong ties inside the organizations. Finally, our ability to understand the employers' business and human resource needs also leads us to truly be able to create value for them.

Three basic challenges exist for successful delivery of Employer Services. First, and most easily addressed, the employer community lacks awareness of the existence of Bryan Graduate Career Services. Second, while a consensus of the need for more university-business partnerships has conceptually been reached, less progress has been actualized. Third, as we build employer relationships, we need to have success in delivering high quality and qualified candidates for their openings, which implies that our MBA students need to engage Career Services.

Graduate Career Services plans to increase awareness of our services through mailings to HR executives and company leaders this summer. This will be followed by an extensive outreach program of organization visits.

The more difficult issue of actualizing the consensus of the need for more university-business partnership seems more difficult. Experience over the past months has shown that good intentions and positive motivation exists for deeper relationships between Triad area employers and the Bryan School.

However, it has proven challenging to actualize the potential of these relationships. Ultimately, initiating and sustaining new relationships requires behavior change. For these relationships to blossom, we need to create some small early successes and pay extra attention to working with the inertia that inevitably emanates from established patterns of working.

Working with MBA alumni, board members, evening students and others with strong affiliation to our program can help to overcome the established patterns of working that impede progress of increasing university-business partnerships. These individuals often have a motivated interest in our programs and can act as advocates and sponsors inside their organization. We plan to focus on conversations and relationship building with these people in building our employer relations.

In addition, we will consider the feasibility of surveying Triad area employers in order to more fully understand and then build strategies to address the motivators and inhibitors of employer engagement with our office. If a sensible respondent recruiting strategy could be implemented, the data from the

survey could go a long way to helping deal optimally with the challenges of inertia.

Next, the ability to deliver high quality candidates depends on our ability to engage both day MBA as well as evening students and alumni seeking career transition. Student engagement, therefore will be a critical success factor, but reflects a bit of a chicken and egg dilemma. Successful employer relations and increases in the volume of listed openings depend on delivering good candidates, while candidate delivery depends on the value seen by students when looking for volume of openings.

At this time, Graduate Career Services does not plan to encourage the majority of partner companies to engage in traditional on campus interviews that are a hallmark of MBA programs with a large number of full time MBA students. Our daytime program enrolls only 50 students in total compared to 250 for our evening programs for working professionals. Successfully operating this on campus interview service depends fundamentally on having a critical mass of available students to fill 100 percent of available time slots per interview schedule on a given day for a given position. 100 percent filling of time slots assures an employer that coming to campus adds value for them.

Due to the fairly low numbers of daytime MBA students, the risk of not enough students signing up for a company's interview schedule, and resulting sense of lack of value in the employer's mind would potentially be significantly destructive for these relationships.

In addition, graduate business schools with the most success attracting on campus recruiters tend to be those in the top 25 branded MBA schools. The next tier of schools struggle to attract brand name recruiters, and the results of that tier exhibit extreme volatility that is highly correlated to the economic cycle. The recruiters themselves tend to be large organizations that heavily favor the schools attended by their organizational leaders.

With larger companies who do use traditional on campus interviews for recruiting, we will advise them to post jobs through BryanTrak, and we will use the resume referral section of the software to collect and distribute resumes of qualified and interested individuals to the companies. If enough students submit and attract recruiter interest, there may be interest and value for that recruiter to come to campus for interviews.

The resume referral tactic reduces the risk of employer dissatisfaction, while demonstrating our interest in creating value for them. If some candidates apply, but not enough for a full interview schedule, then the value added solution suggests a phone screen interview followed by employer site interviews.

Through creating and sustaining relationships with employers that meet their particular needs, we have the potential to significantly enhance the career development and growth of both our Day and Evening MBA students.

Concluding Remarks

As this paper has demonstrated, the transformation from a socioeconomic context dominated by the industrial age to one dominated by a global information society has created a great deal of upheaval for organizations, and resulting normal anxiety and stress for individuals living in the emerging society.

As part of their MBA experience, younger day MBA and more experienced and typically currently working evening MBA students bring their own sets of developmental and psychosocial issues that need to be addressed to facilitate their career growth and development in the global economy.

Our Graduate Career Services program in the Bryan School of Business and Economics at UNC-Greensboro endeavors to facilitate the career growth of our students in the context of this changed world. To compete effectively, the literature review in Chapter one highlighted the importance of self knowledge – particularly knowledge of one’s motivated skills, values, innate abilities and interpersonal style – and the importance of an ability to build and sustain quality interpersonal relationships as crucial to success in the new economy.

As we work with students to help them build this foundation, we see that for all its challenges, the workplace of the “new economy” will require that students choose careers that engage their deepest motivations and unique strengths. To this end, the potential of the workplace for increasing the connection between what we do on a day to day basis and who we are as

individuals will create many positive results for those willing to engage the path of career growth and development. It is an honor to work closely with our students in helping them to accomplish their desired goals and witness their career and personal growth.

REFERENCES

- Bennis, W. (1989). *On Becoming a Leader*. Reading, MA: Perseus Books.
- Bridges, W. (1994). *JobShift: How to Prosper in a Workplace Without Jobs*. Reading, MA: Addison-Wesley.
- Bridges, W. (1997). *Creating You & Co.: Learning to Think Like CEO of Your Own Career*. Reading, MA: Addison-Wesley.
- Covey, S.R. (1989). *The Seven Habits of Highly Effective People*. New York: Simon and Schuster.
- Drucker, P.F. (1999). Managing Oneself. *Harvard Business Review*, 77(2), 65-74.
- Erikson, E. (1968). *Identity: Youth and Crisis*. New York. W.W. Norton.
- Frankl, V. (1963). *Man's Search for Meaning*. New York: Washington Square Press.
- Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam.
- Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam.
- Mast, B. (1997). The New Employer-Employee Social Contract. Paper presented to the OR Executive Healthcare Panel, DeRoyal Industries. Bruce Mast and Associates: Exeter, NH.
- Mast, B. (1999a). Creating Value in the New Economy. Unpublished white paper. Bruce Mast and Associates: Exeter, NH.
- Mast, B. (1999b). On Being Indispensable: Creating Value in the New Economy. Paper presented to the Nursing Conference for Professional Development in Leadership and Management at St. Anselm College Continuing Nurse Education. Bruce Mast and Associates: Exeter, NH.
- McCall, M., Lombardo, M., and Morrison, A. (1988) *The Lessons of Experience: How Successful Executives Develop On the Job*. Lexington, MA: Lexington Books.
- Mintzberg, H. (2005) *Managers Not MBAs: A Hard Look at the Soft Practice of Managing and Management Development*. San Francisco: Berrett-Koehler.

APPENDICES

APPENDIX A

BRYAN GRADUATE CAREER SERVICES MISSION

The fundamental purpose of Bryan Graduate Career Services is to serve the career development needs of our MBA students and alumni. In order to achieve this purpose we:

1. Actively support our students and alumni on an individualized basis, understanding their unique interests, strengths and values, and acting as a resource in helping them achieve their personal career goals,
2. Collaborate with MBA faculty in developing co-curricular and curricular activities that enhance student career and professional development,
3. Connect Bryan MBA alumni with our students and each other through networking and social opportunities, experiential learning opportunities and career related events, and
4. Partner with employers to align the career interests, strengths and goals of our students and alumni with the business and human resource needs of the organizations.

Through achievement of our mission, we contribute to the success of the Bryan School's mission of preparing students for success in the global economy.

APPENDIX B

ALIGNMENT WITH THE BRYAN SCHOOL

Bryan School Strategic Directions and Graduate Career Services Initiatives

1. Teaching and Learning: Promote excellence in teaching and learning as the highest university priority.
 - Design, develop, deliver and improve co-curricular workshop series on fundamentals of business career choice and job search skills
 - Collaborate with faculty to integrate career-related skills and behaviors into the curriculum
 - Develop and deliver co-curricular career panels and presentations to expand student awareness of career opportunities
 - Develop structured internship program and other experiential learning opportunities to help students develop their ability to transfer and apply knowledge learned in MBA program to the workplace
2. Creation and Application of Knowledge: Strengthen research, scholarship, and creative activity.
3. Campus Community: Become a more diverse and actively engaged community of students, faculty, staff, and alumni.
 - Create BryanConnect, a web based, searchable network of MBA alumni who are willing to advise students and peers regarding their career field
 - Expand career related MBA alumni engagement to include participation in career skills practice, e.g. mock interviews, and career education events
 - Increase awareness among alumni of recruiting and internship hiring opportunities, and involve them in advocating for recruiting relationships inside their organizations
 - Create career and social events that reconnect MBA alumni to students and peers
 - Provide high quality career counseling to MBA alumni as needed
 - Collaborate with MBA Association to increase the number of activities and opportunities for interaction between students in different programs, alumni and a variety of professionals from the community
 - Partner with University Career Services on programs and events to maximize the use of resources allocated to career development
4. Economy and Quality of Life: Be a leader in strengthening the economy of the Piedmont Triad and enhancing the quality of life for its citizens.
 - Build relationships with employers to identify business and human resource needs, and connect strengths, interests and values of students to the needs of employers in employment relationships

- Raise awareness among employers of internship and other experiential learning opportunities, such as the capstone MBA consulting course
 - Provide online job listing opportunities for employers to post job openings and source talent from the Bryan MBA programs
 - Increase Bryan MBA visibility through participation in Triad area professional and economic development organizations
5. Access and Student Success: Recruit and retain students with the potential to succeed in a rigorous academic environment.
- Deliver high quality business career assessment to students
 - Deliver high quality face to face and email career counseling to day MBA students that individualizes the learning from the career choice and job search skills workshops
 - Deliver high quality face to face, phone and online career counseling to evening MBA students as desired
 - Provide print and online tools and resources for students career development needs
 - Develop placement database to track placement success of program graduates

UNCG Cornerstones and Bryan School Initiatives

1. Public and Private Support: Pursue and effectively use all sources of public and private support.
2. Technology: Strengthen technology resources for effective use in academic programs and administrative services.
 - Create web based infrastructure for tracking student advising and placement
 - Create web based infrastructure fore employer relations, including online job listing and resume referral capability
 - Create Graduate Career Services web site to enhance access to career related tools and resources
3. Administration: Use effectively policies and processes to deliver services to the University community.
4. Facilities: Build and maintain high-quality facilities that permit good academic and support programs to operate.

APPENDIX C

ROLES FOR 2007-08

Director, Graduate Career Services

1. Develop Graduate Career Services strategic plan, serving the needs of day MBA and evening students (eve MBA) as well as alumni and employer stakeholders. Monitor and improve progress toward these goals. Ensure alignment of plan with overall Bryan School plan and MBA program needs.
2. Work with Assistant Director and other stakeholders to continuously improve effectiveness and efficiency of Graduate Career Services.
3. Monitor and track placement data for accreditation and ranking reporting. Improve tracking of current evening student employment, including company, location and position.
4. Provide career counseling support of eve MBA and students and as requested, alumni. Work closely with evening students to track progress and maximize student success. Provide career counseling support of daytime MBA students as needed by Assistant Director.
5. Increase the number of evening students engaged with Career Services.
 - a. Implement Clarity survey of motivators and inhibitors of evening student engagement, analyze results, develop plans and act on recommended changes.
 - b. Increase visibility to evening students.
 - c. Formally invite participation using mail, email and other outreach tactics
 - d. Encourage full evening student registration on BryanTrak system to understand their career interests and needs, and deliver contact information and opportunities to them as desired
6. Lead active development of partnership relationships with employers to increase employment, internship and experiential learning opportunities for students.
 - a. Provide employers with opportunity to recruit and retain high quality candidates that will provide a strong fit with their organization.

- b. Work with alumni, administrators, and faculty to identify potential partner organizations.
 - c. Promote structured summer internship program to employers.
 - d. Actively support MBA 629 consulting course instructors as needed.
 - e. Engage in active campaign of site visits, supported by mail, phone and electronic outreach to employers.
 - f. Participate in community economic development oriented activities and local professional organizations to raise visibility and increase contacts.
- 7. Develop and improve career related MBA and alumni relationships.
 - a. Continue to develop and improve BryanConnect network of MBA alumni, friends of the programs, and experienced evening students.
 - b. Actively meet and network with alumni to encourage their participation in career related programs and improve employment and internship opportunities for students.
 - c. Support alumni related career events organized by Assistant Director.
- 8. Implement Graduate Career Services web site and BryanTrak software to provide infrastructure for student learning and counseling, employer services and BryanConnect network. Contribute content with primary focus on areas discussed above.
- 9. Manage graduate assistants with most likely areas of focus on 1) marketing and event support, 2) BryanConnect data creation, update and maintenance, 3) student outreach assistance, and 4) BryanTrak data input and maintenance. Ensure timely follow up to employer job posting submissions.
- 10. Provide opportunities for Assistant Director career development, personally support Assistant Director job objectives as desired/needed, and ensure adequate GA support of Assistant Director objectives.

Assistant Director, Graduate Career Services

1. Provide career counseling support to daytime MBA students. Work closely with students to maximize success toward their goals and stay abreast of student progress.
2. Develop, deliver, evaluate and improve first year learning experience, including:
 - a. education on the long term importance of making satisfying career choices that align with interests, strengths, values and temperament (using CareerLeader, etc)
 - b. career panels of alumni/employers to discuss opportunities available in fields of student interest
 - c. partner with faculty to include career focused exercises inside regular curriculum
 - i. develop and implement resume/cover letter exercise in Mgmt Communication
 - ii. develop and implement informational interviewing exercise in Leadership and Managerial Assessment
 - iii. assist faculty in grading assignments related to career exercises
 - d. internship search/career search basic skills (including, not limited to)
 - i. use of bryantrak software and online tools such as vault, etc
 - ii. targeted resumes/cover letters
 - iii. networking including informational interviewing
 - iv. interviewing skills,
 - e. skills practice including
 - i. alumni networking event
 - ii. taped mock interviews with career services professionals
 - iii. live mock interviews with alumni/employer partners
3. Manage structured Summer Internship program
 - a. Coordinate with Director to market MBA summer internship program to potential intern sponsors.
 - i. Conduct site visits with prospective intern sponsors individually, with the Director, and as appropriate, with Assistant Director of Internships for UNCG.
 - ii. Develop web and print marketing materials.
 - iii. Develop sample project and job descriptions to create convenient templates for employers to use.
 - iv. Actively follow up and support outreach through mail, email and phone.

- b. Develop internship resume book for sponsor preview of students
 - c. Coordinate Internship Roundtable networking event to facilitate contact between students and intern sponsors.
 - d. Liaise with sponsors to facilitate selection of interns.
 - e. During summer internships, support both interns and sponsors to maximize likelihood of success.
 - f. Develop and improve system for evaluating success of internships.
 - g. Develop and improve system for evaluating student learning from internship experiences.
4. Organize, market and coordinate MBA alumni related career and social events.
- a. Outreach to alumni and coordinate alumni participation in career panels and networking event in first year learning experience above.
 - b. Continue leadership of annual Alumni-Student picnic in Spring.
 - c. Consider the feasibility of other alumni social events (sporting event, other outing?) that would help increase MBA alumni engagement with Bryan School.
 - d. Actively support office goal increasing the effectiveness of BryanConnect, and increasing number of participants.
5. Utilize and promote BryanTrak as infrastructure for tracking career counseling, internship opportunities, and career education events.
6. Contribute to career services web site with particular focus on above areas (daytime career counseling, first year experience, internships and alumni events).
7. Respond to inbound employer calls as needed.
8. Coordinate with director to ensure adequate GA help to meet above goals.

APPENDIX D

OPERATING BUDGET

Below are projected non-employee expenses for the '07-'08 academic year. Alumni events crossing department boundaries are included in grand total.

1. Benchmark Career Services Tools/Technology/Prof Organizations

CareerLeader Assessment (100@20 per)	2000	
Vault Online Career Library	1000	
MonsterTrak (BryanTrak) annual license	3000	
CareerSearch networking tool (split with ucs)	2000	
MBACSC, NACE, NCACE, SHRM dues	1000	
MBACSC, NACE, NCACE, SHRM conferences (incl. travel, hotel, reg fee, etc)	5000	
Subtotal Benchmark Tools/Technology/Prof Organizations		15000

2. Employer Relations

Marketing Materials	4250	
Relationship Building – meals/other	2500	
Employer Prof Org dues/subscriptions	1500	
Employer Trade Shows	1250	
Travel (incl. mileage)	2500	
On campus employer oriented event	5000	
Subtotal Employer Relations		17000

3. Office Expense

Office Supplies/Interdepartment Expense	1500	
Mailing Related Expenses	5000	
Phone	1000	
Wireless Services	1500	
Subtotal Office Equipment/Supplies/Basic Infrastructure		9000

<u>Grand Total (Grad Career Services plus Alumni Events)</u>		41000
--	--	-------